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ABSTRACT

The major purpose of this study was to revise the basic production agriculture curriculum guide used by vocational agriculture teachers in Texas. A twenty-five member advisory committee for curriculum revision conducted the following activities: (1) obtained thirty-one curriculum guides for a technical agriculture program, (2) surveyed vocational teachers in Texas to determine their conceptions of the weaknesses and strengths of the basic curriculum guide, and (3) obtained instructional materials from textbook publishing companies and curriculum materials centers. Based on these activities, recommended changes for the curriculum guide were developed, and teachers were surveyed to determine their opinion of the sixty-two changes. A revised curriculum guide for teaching vocational agriculture in Texas was developed that incorporated the fields of animal science, plant science, soil science, agricultural mechanics, agricultural management, supervised experience programs, leadership development, opportunities in agriculture, and environmental protection and energy conservation. (The Basic Curriculum Guide for Production Agriculture in Texas, as revised, is appended.) (LRA)

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ED182541

AN ASSESSMENT OF THE BASIC CURRICULUM GUIDE FOR TEACHING VOCATIONAL AGRICULTURE IN TEXAS

by

Herman D. Brown
Project Director

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Department of Agricultural Education
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College Station, Texas 77843

August, 1978

The research effort described herein was performed in cooperation with the Research Coordinating Unit Department of Occupational Education and Technology Texas Education Agency Austin, Texas

CE 024 130

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AN ASSESSMENT OF THE BASIC CURRICULUM GUIDE
FOR TEACHING VOCATIONAL AGRICULTURE IN TEXAS

INTRODUCTION

The purpose of this study was to revise The Basic Curriculum Guide for Production Agriculture in Texas. The current curriculum guide was developed during the period 1967-69 prior to the identification of specific occupations and industries for which vocational agricultural education has responsibility. The ensuing rapid advancement of agricultural technology, together with the restraints imposed by environmental concerns, brought about a need for a rearrangement of priorities within the constraints imposed by the limited amount of time available for teaching vocational agriculture students.

Since the development of the initial curriculum guide, studies and developmental activities in agricultural education have been conducted that have assisted materially in the assignment of priorities to agricultural competencies within the basic curriculum. Texas was one of forty states that conducted such studies. The Texas studies were in the specific areas of cotton (6) and horse (7) production. The work of other states was utilized in revising the basic curriculum guide.

A survey of the literature revealed that few states had attempted to develop a curriculum guide for the total program in production agriculture with one exception being Oklahoma (8). The curriculum guide for Texas was similar to the Oklahoma guide, and both were completed or revised in 1968-69. Several states had approved curriculum guides for specializations such as forestry (5), mechanics (2), sheep production (9), soils (3), and conservation (4). Most of the programs were developed prior to 1971. A study (1) to determine competencies needed by employees entering agricultural production occupations in Montana disclosed a ranking of competencies required for entry

level employment in agricultural production.

The rapidly changing and dynamic field of agriculture requires constant evaluation and periodic change in the curriculum of the vocational agriculture programs in Texas. Rapid strides in agricultural research, increased emphasis upon basic agricultural sciences, the expanding off-farm complex of employment opportunities, and the need for development of specific curriculum materials create a need for continuing curriculum revision. In addition, unique physical, climatic, and operational conditions heavily influence what should be taught in the vocational agriculture programs in Texas. Consequently, the major purpose of this study was to revise the basic curriculum guide used by teachers of vocational agriculture in Texas so that it could better serve as a guide for the training of employees for the state's agricultural industry.

OBJECTIVES

The following objectives were developed to guide the direction of this study.

I. The primary objective of this project was to make a comprehensive analysis and revision of the basic curriculum guide for teaching production agriculture in Texas. In order to accomplish this objective, it was necessary to:

   a. Identify the subject matter areas of higher importance within the constraints of time available for teaching vocational agriculture in Texas.

   b. Arrange the subject matter components by years according to appropriate sequence and levels of difficulty.

   c. Recommend time allocations for teaching the subject matter identified, and at the same time reserve sufficient time for

local adaptation within the curriculum guide to meet unique needs of students and the local community.

II. Two secondary objectives were proposed:

a. Perform an assessment of relevant instructional materials presently available to support teaching of the various subject matter areas and components in the basic curriculum guide. Recommend characteristics for appropriate instructional materials for teaching vocational agriculture under the revised guide.

b. Initiate a feasibility study to determine the contribution of vocational agriculture taught as production agriculture under the revised curriculum guide in preparing students for entry level proficiency in off-farm agricultural occupations.

METHODOLOGY

A twenty-five member advisory committee for curriculum revision was named to assist in fulfilling the objectives of the study. The committee was representative of the state geographically and included teachers of vocational agriculture, teacher educators in agricultural education, state staff members, curriculum development specialists, and professional association representatives. Activities of the advisory committee were coordinated by the project staff of Texas A&M University which consisted of the project director and his staff associate, research associate, research assistant and stenographer. Projected monthly activities of the advisory committee and project staff were developed to allow the study to accomplish its objectives within the allocated eighteen month period (advisory committee members and projected monthly activities, Appendix A).

All states excluding Alaska were surveyed by the project staff for copies

of the latest edition of a basic curriculum guide for that state. Thirty-one states or 65 percent of those surveyed responded to the request with a basic curriculum guide for either a general production agriculture program or a course outline for a technical agriculture program. Responses were categorized, reviewed, and arranged for use by the advisory committee at their first meeting (letter to state directors/supervisors and teacher educators in agricultural education, Appendix B).

A preliminary survey instrument was developed by the project staff. The purpose of the survey instrument was to secure from vocational agriculture teachers in Texas their conceptions of the weaknesses and strengths of the basic curriculum guide. It was determined by the project staff to have the survey instruments mailed to twenty percent of the production agriculture departments in each of the fifty-two districts comprising the ten supervisory areas of the state.

An appropriate number of instruments were mailed to the randomly selected departments with instructions for completing and returning the instruments. The instrument was designed to elicit the opinion of each teacher regarding the importance of the subject matter units in the basic curriculum guide by grade level. At the end of each grade level section, space was provided for the teachers to include additional units or topics they felt were needed in the basic curriculum guide.

Responses were received from 127 of the 175 departments surveyed, representing a 73 percent response. The results of the preliminary survey were tabulated and analyzed. The data and written comments of teachers became the basic documentation for decision making at the first advisory committee meeting.

Instructional materials were accumulated by the project staff to assist the advisory committee in making recommended changes in the basic curriculum guide based upon the findings of the preliminary survey of vocational agriculture teachers. A letter was mailed to fifty textbook publishing companies requesting a listing of textbooks in order that the project staff could identify those curriculum materials to be solicited for the project study (letter to textbook publishers, Appendix C).

Interstate Publishers, Incorporated, a supplier of state adopted texts for Texas, responded to the request with eighty copies of agricultural texts to be used on a loan basis for the duration of the study. Additional texts, workbooks, and assorted reference materials were purchased from publishers as well as from curriculum materials centers throughout the United States.

All members of the advisory committee were updated on the status of the project, and plans were made to hold the first meeting of the committee in Waco on June 6-7, 1977. The purpose of this meeting was to identify subject matter areas of highest priority in the basic curriculum guide (letter to advisory committee members, Appendix D).

Based upon the information accumulated by the project staff, the advisory committee developed recommended changes for the curriculum guide. These changes were to be validated by all teachers of the state by means of a survey instrument to be developed by the project staff (letter to advisory committee members with minutes of June meeting, Appendix E).

Following the first advisory committee meeting, the survey instrument was revised. The primary purpose of the revised survey instrument was to solicit responses from all production agriculture teachers of Texas concerning changes in the basic curriculum guide suggested by the advisory committee.

The instrument was designed to obtain each teacher's opinion of the sixty-two suggested changes proposed by the advisory committee, using the following scale:

5 = High Level of Agreement
4
3
2
1 = Low Level of Agreement

Additional comments and/or suggestions were to be solicited from the teachers by allocating space after each of the suggested changes listed on the instrument.

In addition, teachers were to respond to a request for the amount of local adaptation time devoted to each subject matter area. Space was allocated for the teachers to list additional agriculture areas, units, and/or topics they thought should be included in the basic curriculum guide. To facilitate completion of the instrument by each teacher, copies of pages 3 through 17 of the original basic curriculum guide were attached to the survey instrument with the suggested changes of the advisory committee (cover letter and survey instrument, Appendix F).

The advisory committee determined that responses to the suggested changes should be secured from all production agriculture teachers in the state. To involve all teachers, it was decided to distribute review copies of the instrument to the teachers during in-service meetings at the annual teachers conference in Dallas during August of 1977. This procedure would give teachers adequate time to examine suggested changes in detail prior to their completing the survey instrument during the first district in-service meetings held throughout the state in September and October (letters to teachers of vocational agriculture serving on advisory committee, Appendix G).

Suggested instructions for distributing the survey instruments to the

teachers were presented to the advisory committee by the project director prior to in-service meetings in Dallas. The advisory committee members were given suggested instructions for their use when administering and collecting survey instruments at the district in-service meetings (suggested instructions for administering and collecting survey instruments, Appendix H).

Responses were secured from teachers of vocational agriculture attending the fifty-two district meetings held during September and October. Teachers on the advisory committee were responsible for collecting the surveys and mailing completed instruments to the project staff. Responses were received from 1,232 of the 1,449 teachers in the state, representing an 85 percent response.

The results of the survey were tabulated by the project staff and then keypunched, verified, and analyzed by the Data Processing Center at Texas A&M University. The data became the basic documentation for decision making at the second advisory committee meeting held December 12-13, 1977, at Waco, Texas. The purpose of this meeting was to prepare a final draft of the revised basic curriculum guide for teaching production agriculture in Texas (letters to advisory committee members, Appendix I).

Data from the state-wide survey were reviewed and discussed by advisory committee members at their second meeting. Suggested changes in the basic curriculum guide were ranked according to the mean ratings they received. A booklet prepared by the project staff prior to the meeting listed the comments/suggestions made by teachers. This information assisted the committee in designating suggested changes considered to be of highest importance.

Mean local adaptation times for each grade level and subject matter area

were ranked by teaching areas. Responses of teachers for a listing of other agriculture areas taught at the local level revealed little in terms of subject matter to be added.

Time was provided for members of the advisory committee to identify the subject matter to be added, omitted, or transferred to different grade levels and to reserve sufficient time for local adaptation. The deliberations of the second meeting were compiled and distributed to the advisory committee members (letter, minutes, and draft of revised curriculum guide, Appendix J).

FINDINGS

The data presented in Tables 1-5 and the written comments of the teachers became the basis for curriculum decision making at the second meeting of the advisory committee. The advisory committee centered its attention upon three main categories of concern. First, the overall curriculum content should be viewed prior to any final decision making. Second, a reasonable scheme should be developed for allocating local adaptation time, and third, a revised curriculum guide should be developed that would be respected by the profession.

Tables 1, 2, 3, and 4 present the mean responses of vocational agriculture teachers to the suggested changes. The mean responses are ranked in descending order for each of the grade levels. Of the 62 changes suggested by the advisory committee, all but one received a mean rating of 3.00 or higher by the teachers. The high mean ratings give the rankings of the means more significance when deciding which of the suggested changes are of highest priority.

Table 1 lists the mean responses of teachers to suggested changes in the VA I curriculum. The suggested changes ranked first, second, third, and eighth were directly incorporated into the revised curriculum for VA I. The

Table 1

Mean Responses of Teachers to Suggested Changes in VA I Curriculum*

Changes Suggested By State Advisory Committee	Mean	Rank
SUBJECT MATTER AREA II - ANIMAL SCIENCE		
Unit A - Breeds & Selection of Livestock & Poultry		
Topics #8 and #9 - Combine these two topics into one topic entitled Classes, Breeds, and Varieties of Poultry	4.36	3
SUBJECT MATTER AREA III - SOIL SCIENCE		
Unit B - Nature and Properties of Soils		
Topic #4 - Transfer Soil Sampling topic to VA II.	3.77	14
SUBJECT MATTER AREA IV - PLANT SCIENCE		
Unit D - Transfer Reproduction unit and topics to VA III	3.80	12
Unit E - Seed Bed Preparation		
Topic #3 - Transfer Application of Fertilizer topic to VA II.	3.78	13
Topic #4 - Delete Irrigation topic	3.56	16
SUBJECT MATTER AREA V - AGRICULTURAL MECHANICS		
Unit B - Farm Carpentry		
Topic #9 - Delete Mechanical Drawing Equipment topic	4.03	8
Add new topic entitled Lumber Identification and Computation of Bill of Materials.	4.50	1
Unit D - Selecting and Applying Paint		
Topic #2 - Transfer Spray Painting topic to VA III	3.97	9
Add new unit entitled Introduction to Arc Welding	4.12	6
SUBJECT MATTER AREA VII - SUPERVISED EXPERIENCE PROGRAMS AND RECORDS		
Unit A - Planning and Establishing Individual Supervised Experience Programs		
Topics #1 and #2 - Combine these two topics into one topic entitled Explanation, Purposes and Planning of Supervised Experience Programs	4.37	2
Unit D - Records for Awards and Scholarships		
Add new topic entitled Preparing Interviews	3.87	11
Add new topic entitled Characteristics of Good Applications	3.94	10
ADD NEW SUBJECT MATTER AREA IX entitled OPPORTUNITIES IN AGRICULTURE	4.24	5
Add new unit entitled Careers in Agriculture	4.28	4
ADD NEW SUBJECT MATTER AREA X entitled ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION.	3.73	15
Add new unit entitled Safe Use of Chemicals	4.11	7

*Level of Agreement: High 5 4 3 2 1 Low

Table 2

Mean Responses of Teachers to Suggested Changes in VA II Curriculum

Changes Suggested By State Advisory Committee	Mean	Rank
SUBJECT MATTER AREA I - INTRODUCTION TO AGRICULTURE		
Unit B - Transfer Opportunities in Agriculture unit to new Subject Matter Area IX with same title	3.94	9
SUBJECT MATTER AREA IV - PLANT SCIENCE		
Unit D - Insect and Disease Control		
Add new topic entitled Safe Application of Agricultural Chemicals	4.34	1
SUBJECT MATTER AREA V - AGRICULTURAL MECHANICS		
Unit C - Transfer Concrete unit and topics to VA IV.	3.38	10
SUBJECT MATTER AREA VIII - AGRICULTURAL LEADERSHIP		
Add new unit entitled Public Speaking	4.12	3
Add new unit entitled Conducting Chapter Meetings	4.22	2
Add new unit entitled Committees and Their Functions	4.06	7
Add new unit entitled FFA Ceremonies.	4.02	8
ADD NEW SUBJECT MATTER AREA IX entitled OPPORTUNITIES IN AGRICULTURE	4.10	5
Add new unit entitled Careers in Agriculture	4.11	4
Add new unit entitled Job Placement Techniques	4.06	6

Table 3

Mean Responses of Teachers to Suggested Changes in VA III Curriculum

Changes Suggested By State Advisory Committee	Mean	Rank
SUBJECT MATTER AREA I - INTRODUCTION TO AGRICULTURE		
Unit B - Transfer Careers and Opportunities in Agriculture unit to new Subject Matter Area IX entitled OPPORTUNITIES IN AGRICULTURE.	4.06	2
SUBJECT MATTER AREA II - ANIMAL SCIENCE		
Unit C - Transfer Wildlife unit and topics to VA IV.	3.47	14
SUBJECT MATTER AREA III - SOIL SCIENCE		
Unit B - Change the name of the unit to read Managing Soils and Land Reclamation	3.78	12
SUBJECT MATTER AREA IV - PLANT SCIENCE		
Unit C - Transfer unit entitled Identification and Selection of Fruits, Vegetables, and Ornamental Plants and topics to VA I	3.35	15
SUBJECT MATTER AREA V - AGRICULTURAL MECHANICS		
Unit B - Transfer unit entitled Agricultural Power - Small Gas Engines and topics to VA II.	3.08	18
SUBJECT MATTER AREA VI - AGRICULTURAL MANAGEMENT		
Unit A - Transfer unit entitled Introduction and topics to VA I.	3.33	16
Unit C - Transfer unit entitled Agricultural Finance and topics to VA I	2.81	20
Unit E - Agriculture Records		
Topic #6 - Transfer Social Security topic to VA I	3.25	17
Unit F - Transfer unit entitled Agricultural Insurance and topics to VA II	3.05	19
SUBJECT MATTER AREA VIII - AGRICULTURAL LEADERSHIP		
Add new unit entitled Speaking Before Agricultural Organizations	3.97	8
Add new unit entitled Organizing the FFA Banquet.	3.87	10
Add new unit entitled Planning and Conducting FFA Chapter Activities	4.08	1
ADD NEW SUBJECT MATTER AREA IX entitled OPPORTUNITIES IN AGRICULTURE	4.05	4
Add unit entitled Careers in Agriculture	4.05	3
ADD NEW SUBJECT MATTER AREA X entitled ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION.	3.96	9
Add new unit entitled Regulation and Certification in Use of Chemicals	4.04	5
Add new unit entitled Water Pollution Control.	3.80	11
Add new unit entitled Air Pollution Control	3.77	13
Add new unit entitled Fuel Conservation.	4.00	7
Add new unit entitled Electric Power Conservation	4.01	6

Table 4

Mean Responses of Teachers to Suggested Changes in VA IV Curriculum

Changes Suggested By State Advisory Committee	Mean	Rank
SUBJECT MATTER AREA I - INTRODUCTION TO AGRICULTURE		
Unit B - Transfer Careers and Opportunities in Agriculture unit to new Subject Matter Area IX entitled OPPORTUNITIES IN AGRICULTURE	4.08	3
SUBJECT MATTER AREA II - ANIMAL SCIENCE		
Unit B - Transfer Animal Reproduction unit and topic to VA III.	4.11	1
Unit C - Transfer Livestock Facilities unit and topic to VA III	4.01	7
SUBJECT MATTER AREA III - SOIL SCIENCE		
Unit A - Transfer Soil Testing unit to VA II.	3.79	11
SUBJECT MATTER AREA V - AGRICULTURE MECHANICS		
Unit B - Change the name of the unit to read Truck and Tractor Maintenance - Function & Maintenance of Truck and Tractor Systems	4.03	6
Unit D - Transfer Advanced Oxy-Acetylene Welding and Brazing unit to VA III	3.95	8
SUBJECT MATTER AREA VI - AGRICULTURAL MANAGEMENT		
Unit C - Transfer Marketing unit and topics to VA III	3.68	15
SUBJECT MATTER AREA VIII - AGRICULTURAL LEADERSHIP		
Add new unit entitled National Activities & Functions	3.62	16
Add new unit entitled Leadership and the Future Farmer and new topics entitled Qualities of Leadership and Types of Leadership	3.83	10
Add new unit entitled Presenting & Receiving Awards	3.68	14
Add new unit entitled Conversations and new topics entitled Starting A Conversation and Conversation Tips	3.74	12
ADD NEW SUBJECT MATTER AREA IX entitled OPPORTUNITIES IN AGRICULTURE	4.05	5
Add unit entitled Careers in Agriculture	4.08	4
ADD NEW SUBJECT MATTER AREA X entitled ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION	3.87	9
Add new unit entitled Food Contamination	3.72	13
Add new unit entitled Conserving Energy on the Farm and Ranch	4.10	2

Table 5

Mean Local Adaptation Time* Used By Vocational Agriculture Teachers

Subject Matter Areas	VA I		VA II		VA III		VA IV	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
I. INTRODUCTION	2.47	9	1.63	10	1.45	10	1.49	10
II. ANIMAL SCIENCE	11.59	2	10.54	2	10.35	2	10.03	2
III. SOIL SCIENCE	4.42	8	5.03	7	4.66	8	4.55	9
IV. PLANT SCIENCE	4.65	6	5.41	5	5.09	7	4.79	8
V. AGRICULTURAL MECHANICS	12.07	1	15.63	1	21.37	1	27.67	1
VI. AGRICULTURAL MANAGEMENT	2.05	10	2.70	9	5.65	4	7.83	3
VII. SUPERVISED EXPERIENCE PROGRAMS AND RECORDS	6.13	5	5.11	6	5.37	6	5.69	5
VIII. LEADERSHIP	9.34	3	6.78	3	5.48	5	5.01	7
AGRICULTURE AREAS NOT IN GUIDE	6.15	4	5.78	4	6.36	3	6.63	4
OTHER SCHOOL ACTIVITIES	4.56	7	4.51	8	4.55	9	5.09	6

*Additional Days Of Instruction In Certain Areas Of The Basic Curriculum Or Instruction In Other Areas Important To The Community But Not Necessarily Important Throughout The State

fourth through seventh ranking items were incorporated into the VA II basic curriculum. Due to the limited time available in VA I and/or the subject matter involved, the remaining eight suggested changes were not incorporated into the curriculum guide.

Data presented in Table 2 represents the mean responses of teachers to suggested changes in the VA II basic curriculum. All suggested changes with the exception of the lowest ranking item were adopted.

Table 3 gives the mean responses of teachers to suggested changes in the VA III curriculum. The four highest ranking suggested changes were directly incorporated into the third year basic curriculum with the next three high ranking suggested changes assigned to the VA II curriculum. The remaining thirteen suggested changes were not considered to be high priority changes by the advisory committee.

Mean responses of teachers to suggested changes in the VA IV curriculum are presented in Table 4. The advisory committee agreed with the top seven ranking suggestions with the exception of the second ranking item which was incorporated into the VA II curriculum due to timeliness of subject matter.

Table 5 presents the mean local adaptation time used by vocational agriculture teachers for each subject matter area and grade level in the curriculum guide. The ranking of the means show which subject matter areas are receiving the most attention in the local communities on a state-wide basis. The data served as a basis for deciding a scheme for allocating local adaptation time in each of the four grade levels in the curriculum guide.

SPECIFIC RESULTS ACHIEVED

As a result of the project activities, a revised curriculum guide for

teaching vocational agriculture in Texas was developed. The guide incorporates the higher priorities of the fields of animal science, plant science, soil science, agricultural mechanics, agricultural management, supervised experience programs, and leadership development found to be most essential for entry and advancement in agriculture occupations.

Two new subject matter areas are included in the revised curriculum guide. "Opportunities in Agriculture" will enable vocational agriculture teachers to identify those occupations requiring the specific agriculture skills to be developed by their students and at the same time to identify the technological skills required of agri-business occupations in order to develop more highly trained individuals to fill the positions.

A social and economic concern for the energy resources and the environment prompted the insertion of the "Environmental Protection and Energy Conservation" subject matter area into the guide. Growing demands of a growing population of people necessitates efficient use of energy sources and a protection of our natural environment.

The revised guide suggests appropriate time allocations for each topical element. The revised guide at the same time suggests an allocation of time to be utilized for enrichment or additional emphasis in subject matter areas of high importance to the local community or to the students in the local program.

UTILIZATION OF RESULTS

After approval by the State Director of Agricultural Education, the revised basic curriculum guide will be distributed to teachers during in-service meetings at the annual conference in August, 1978. This procedure will enable teachers to implement the revised curriculum into their agri-

cultural programs during the 1978-79 school year.

Additional copies of the guide will be distributed to the agricultural education staff of the Texas Education Agency, the State Research Coordination Unit, and to State Directors of Agricultural Education in the nation. A reserve supply of the revised guides will be distributed to area supervisors for dissemination to new teachers not in attendance at the in-service meetings in August, 1978.

CONCLUSIONS AND IMPLICATIONS

Feedback from project participants has been positive regarding the effectiveness of the procedures used in this study. The significant test of the success of the project will be the extent to which the basic curriculum guide is incorporated into each teacher's vocational agriculture program.

The following additional and related needs in curriculum development are implied based upon the findings of this study:

1. An in-depth analysis of the contributions of specific components of vocational agriculture in the preparation of students for entry into off-farm agricultural occupations.
2. An identification with specificity of the subject matter taught at the local level but not included in the basic curriculum for the state.
3. A reassessment of agricultural opportunities and training needs for the state.

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APPENDIX A

Advisory Committee Members and Projected Monthly Activities

AN ASSESSMENT OF THE BASIC CURRICULUM
GUIDE FOR TEACHING VOCATIONAL AGRICULTURE IN TEXAS

State Advisory Committee Members

Teachers of Vocational Agriculture

Area I	Bennie Pryor	Friona
Area II	Sidney Long	Robert Lee
Area III	Kenneth Hughes	Caldwell
Area IV	Dwaine Brown	Gorman
Area V	Nick Blaine	Greenville
Area VI	Lester Cole	Mineola
Area VII	Melvin Neill	Stockdale
Area VIII	Harvey Siems	West
Area IX	O.L. Marsh	Woodville
Area X	Phillip Massey	Corpus Christi

Area Supervisors

Area II	Hulan Harris
Area VI	Ira Black
Area VII	W.H. Pittard
Area VIII	Durwin Hill
Area IX	Jeff Davis

Teacher Trainers

Bill Irick - Tarleton State University
Don Knotts - Southwest Texas State University
Herb Schumann - Sam Houston State University
J.D. Stockton - Texas Tech University

VATAT Representative

U.D. Adams

Texas Education Agency Staff Members

G.G. Scroggins
Raymond Holt
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Foy Page
Bill Tomlinson

Project Director

Herman Brown, Professor, Texas A&M University

Staff Associate

John Holcomb, Professor, Texas A&M University

Research Associate

Larry Ermis

Research Assistant

Randy Slater

PROJECTED MONTHLY ACTIVITIES TO ACCOMPLISH THE PROJECT OBJECTIVES

	JAN. 1977	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN. 1978	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
REVIEW LITERATURE	X	X	X																	
SURVEY OF STATES	X	X	X																	
DESIGN OF SURVEY INSTRUMENT (TEACHERS)	X	X																		
SURVEY OF TEACHERS			X	X	X															
FORMATION, MEETING (1), STATE ADV. COM.						X														
MEETINGS, SUB-COMMITTEES							X	X	X											
REPORTS, SUB-COMMITTEES									X	X										
MEETING (2), STATE ADV. COM.											X									
REVISION OF DRAFT, BASIC CURRICULUM												X								
MEETING (3), STATE ADV. COM.															X					
REFERENCE MATERIAL ACCUMULATED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
REFERENCE MATERIAL REVIEW		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
TEACHER REVIEW, NEW GUIDE																X				
FINAL REVISION																	X	X		
PUBLICATION DISTRIBUTION																			X	X
REFERENCE RECOMMENDATIONS																			X	X

APPENDIX B

Letter to State Directors/Supervisors and
Teacher Educators in Agricultural Education

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

January 27, 1977

TO: State Directors/Supervisors of Vocational Agricultural Education

FROM: Agricultural Education Department, Texas A&M University

The Agricultural Education Department of Texas A&M University in cooperation with the Texas Education Agency is involved with a special project entitled "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas."

The primary objective of this project is to make a comprehensive analysis and revision of the basic curriculum guide for teaching production agriculture in Texas. In order to accomplish this objective it will be necessary to identify the subject matter areas of higher importance, arrange the subject matter components by years, and recommend time allocations for teaching the subject matter identified.

Our department wishes to request a copy of the latest edition of the basic curriculum guide for your state which will be instrumental in assisting in the fulfillment of the primary objective of this project.

Your cooperation in this initial step of the project is deeply appreciated.

Sincerely,

Herman Brown
Associate Professor

Larry Ermis
Research Associate

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

February 8, 1977

TO: Teacher Educators in Agricultural Education

FROM: Agricultural Education Department, Texas A&M University

The Agricultural Education Department of Texas A&M University in cooperation with the Texas Education Agency is involved with a special project entitled "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas."

The primary objective of this project is to make a comprehensive analysis and revision of the basic curriculum guide for teaching production agriculture in Texas. In order to accomplish this objective it will be necessary to identify the subject matter areas of higher importance, arrange the subject matter components by years, and recommend time allocations for teaching the subject matter identified.

Our department wishes to request a copy of the latest edition of the basic curriculum guide for your state which will be instrumental in assisting in the fulfillment of the primary objective of this project.

Your cooperation in this initial step of the project is deeply appreciated.

Sincerely,

Herman Brown
Associate Professor

Larry Ermis
Research Associate

APPENDIX C

Letter to Textbook Publishers

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

March 28, 1977

Dear Sir:

The Agricultural Education Department at Texas A&M University in cooperation with the Texas Education Agency is currently making an assessment of our state's basic curriculum guide for vocational agriculture teachers.

Instructional materials accumulated in the process will be reviewed by the project's advisory committee for their appropriateness in the priority areas identified in the basic curriculum guide. Particular emphasis will be placed upon textbooks used in the vocational agriculture program.

If your company publishes or stocks textbooks in agriculture, please provide us with a listing so that we may order copies for review by the advisory committee.

Your assistance in this matter is appreciated.

Sincerely,

Larry Ermis
Research Associate

LE:skw

cc:Dr. Herman Brown
Project Director

APPENDIX D

Letter to Advisory Committee Members

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Advisory Committee Members

FROM: Herman Brown, Project Director

DATE: May 4, 1977

SUBJECT: T.E.A. Project - An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas

We appreciate your willingness to serve on the project advisory committee and we hope this is getting into your hands early enough for you to schedule this June 6-7 meeting in your summer plans.

The first meeting of the project state advisory committee will be held June 6-7, 1977 in Waco, Texas in the conference room at the Old Main Lodge (Best Western) located at I-35 and 4th Street near Baylor University. The motel's phone number is 817-753-0315. Enclosed are self-addressed and stamped room reservation cards which can be mailed directly to the Old Main Lodge. Participants in the meeting will be reimbursed through the project for travel and per diem at the State rate of 16¢ per mile and $22 per day.

The project staff is now reviewing copies of the latest edition of the basic curriculum guide from other states for your use during the meeting.

A questionnaire has been mailed to a representative number of vocational agriculture departments in each of the ten areas of the state. It is to obtain the teachers' opinion of the importance of the subject matter units in our present curriculum guide. These responses are being arranged for use during the June meeting. We will bring some other material that you may want to use.

We will keep you up-to-date on any developments of importance to the work of the committee in June.

Attachment

cc: Mr. J.A. Marshall

Encl.: Reservation Card

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Advisory Committee Members

FROM: Herman Brown, Project Director

DATE: May 10, 1977

SUBJECT: TEA Project - "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

The purpose of this correspondence is to inform you that the project staff has finalized plans for the first state advisory committee meeting in Waco.

The meeting is planned to begin at 8:30 AM on Monday June 6. Since the traveling distance will be a main factor to many, you may wish to make plans to arrive at the Old Main Lodge on Sunday evening.

Plans have been made to adjourn the meeting at noon on Tuesday, June 7. Travel vouchers will be prepared for you to complete on that date. As stated in the May 4th letter to you, all participants will be reimbursed through the project at the State rate of 16¢ per mile and $22 per day.

A tentative agenda for the meeting is enclosed for your information. Please let me know if you have any questions or desire additional information.

cc:J.A. Marshall

Attachment

TENTATIVE MEETING AGENDA

MONDAY (JUNE 6)

8:30 - 12:00	Explanation of Research Project Review of Basic Curriculum Guide for Production Agriculture Discuss Survey Questionnaire - mean responses and suggested units/topics to add
1:00 - 5:00	Review of Subject Matter Materials Accumulated Review of Textbooks Organization of Advisory Sub-Committees

TUESDAY (JUNE 7)

8:30 - 12:00	Preparation of Questionnaire to Vo-Ag Teachers Planning for Sub-Committee Meetings for 77-78 School Year

APPENDIX E

Letter to Advisory Committee Members with
Minutes of June Meeting

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Advisory Committee Members

FROM: Herman Brown, Project Director

DATE: June 14, 1977

SUBJECT: TEA Project -"An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

The project staff thanks you for your active participation in the first state advisory committee meeting held June 6-7 at Waco. Your dedicated support in the assessment of our present curriculum guide will assist in revising the guide to the fullest extent for use by all vocational agriculture teachers in the state.

A copy of the minutes of last week's meeting is enclosed along with a typed copy of the changes in the curriculum guide as suggested by the committee. The changes have been underscored for ease in review. We wish for you to note any discrepancies in the changes, and notify me within a few days. This would allow us to make the appropriate changes before the next teacher questionnaire is printed for distribution at the conference in August.

Further correspondence concerning our meeting as a group at the conference in August will be sent later.

cc: J.A. Marshall

Attachments

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Advisory Committee Members Absent from June 6-7 Meeting

FROM: Dr. Herman Brown, Project Director

DATE: June 14, 1977

SUBJECT: TEA Project -"An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

The project staff wishes to provide you with a copy of the following itemized materials in order to bring you up to date on the status of the project and our first meeting held last week in Waco.

(1) Minutes of the proceedings of the first advisory committee meeting
(2) A blank survey questionnaire sent to a representative number of vo-ag departments in the state
(3) Summary of the number of departments surveyed and number of respondents per area
(4) A breakdown by area of the mean response of the survey questionnaire
(5) A listing of "Suggested Units or Topics to Add" from the respondents of the survey
(6) "A Summary of an Analysis of the Production Agriculture Curriulum Guides of Thirty-Two States" as prepared by the project staff
(7) A copy of the changes in our present curriculum guide as suggested by the committee at the first advisory meeting

The project staff is now preparing a second questionnaire that will be presented to all teachers for discussion at their respective area meetings at the conference in August. This questionnaire will then be completed by the teachers at their first district meeting of the new year in September. It is hoped to have all teachers respond to this survey and the committee feels the best way to accomplish this is to provide this information to the teachers at a district meeting early in the school year.

Further correspondence concerning our meeting as a group at the conference in August will be sent later.

cc: J.A. Marshall

Attachments

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Area Supervisors of Agricultural Education

FROM: Herman Brown, Project Director

DATE: June 14, 1977

SUBJECT: TEA Project - "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

The purpose of this letter is to bring you up to date on the progress being made on the curriculum guide project. The first meeting of the state advisory committee was held on June 6 and 7 in Waco for the purpose of identifying subject matter areas of highest priority within the constraints of time available for teaching vocational agriculture in Texas.

The project staff is providing you with a copy of the following itemized list of materials on the project's status so far.

(1) Listing of State Advisory Committee Members
(2) Minutes of the proceedings of the first advisory committee meeting
(3) Letter dated June 14 sent to all members present at the first meeting
(4) A blank survey questionnaire sent to a representative number of vo-ag departments in the state
(5) Summary of the number of departments surveyed and number of respondents per area
(6) The breakdown by area of the mean responses of the survey questionnaire
(7) A listing of "Suggested Units or Topics to Add" from the respondents of the survey
(8) "A Summary of an Analysis of the Production Agriculture Curriculum Guides of Thirty-two States" as prepared by the project staff
(9) A copy of the changes in our present curriculum guide as suggested by the committee at the first meeting

The project staff is now preparing a second questionnaire that will be presented to <u>all</u> teachers for discussion at their respective area meet-

ings at the conference in August. This questionnaire will then be completed by the teachers at their first district meeting of the new year in September. It is hoped to have all teachers respond to this survey and the committee feels the best way to accomplish this is to provide this information to the teachers at a district meeting early in the school year.

I hope this information gives you an awareness of what has been done in the project so far.

cc: J.A. Marshall

Attachments

MINUTES OF THE FIRST STATE ADVISORY
COMMITTEE MEETING

JUNE 6-7, 1977
OLD MAIN LODGE
WACO, TEXAS

Monday - June 6

The meeting was called to order at 8:50 A.M. by Dr. Herman Brown, project director. All members of the state advisory committee were introduced.

Members absent from the meeting included:

(1) Ira Black, Area VI Supervisor
(2) Nick Blaine, Area V Teacher
(3) Lester Cole, Area VI Teacher
(4) Jeff Davis, Area IX Supervisor
(5) Dr. Herb Schumann, SHSU Teacher Trainer
(Mr. T.J. Honeycutt filled in for Dr. Schumann)
(6) Dr. J.D. Stockton, Texas Tech University Teacher Trainer

Mr. J.A. Marshall was introduced and presented a few comments on the status of the basic curriculum guide with implications of revision in terms of a specific area concerning the "environment."

Dr. Herman Brown presented background information on the project including the primary and secondary objectives of the project and a brief description of the projected activities being followed in the 18 month project.

Larry Ermis, research associate, discussed activities that had been completed in the project. Included in his presentation was a discussion of the survey questionnaire - its design, explanation of how vo-ag departments were selected to respond to the questionnaire, and a summary of the responses by supervisory areas of the state. All members present at the meeting were given a copy of the Basic Curriculum Guide For Production Agriculture In Texas, a copy of the survey questionnaire mailed to 20% of the state's vo-ag departments, and a copy of the mean responses of the departments that responded to the questionnaire.

A summary of a study of thirty-two states was made by Larry Ermis. The purpose of this summary was to give a comparison of our state's guide to other states' guides.

Mr. John Holcomb, staff associate, commented on the high means of the responses of the questionnaire, time allocations, the importance of the VIS Center to the ag program, manpower needs and its implications upon the revision of the curriculum guide, sex bias implications, and that industry is giving our high school programs a "pat on the back" for its involvement in our country's free enterprise system.

Mr. John Holcomb also discussed the suggested topics and units that the

respondents of the teacher survey would like to see in the guide. A copy of the suggestions were given to all committee members.

After a break for refreshments, Mr. Foy Page, VIS Center, commented on material being updated in the production agriculture subject matter areas. He stated that if any major changes were made in the curriculum guide in the course of the project, they would not be ready when the guide is in revised form the latter part of 1978.

Dr. Herman Brown asked committee members their thoughts (good or bad) of the basic curriculum guide as it is. Comments are as follows:

Good: "we need more of it"
"it is basic to our whole state"
"the guide overall is good"
"student materials from VIS Center are helping the teachers"
"the guide is an asset to the new teachers"
"materials from VIS Center are the best thing yet"
"we could not have gotten along without VIS Center"
"we can not get along without VIS Center"

Bad: "there is too much material to cover in the time allocated"
"difficult to correlate times as suggested in guide to actual units taught"
"not enough time to cover units of instruction"
"we are not as organized in local adaptation as we are in the core curriculum"
"we really do not have 180 actual days of teaching"

General comments included a discussion of how the VIS Center operates on ag teacher input vs the research oriented approach by the Ohio Materials Center.

Mr. J.A. Marshall commented on our present state adopted texts in terms of the texts being used only as "resource" books since the VIS Center publishes many of the materials for our curriculum guide.

Dr. Herman Brown divided all members into groups for discussion of suggested changes in our present guide. The groups were divided into subject matter areas as follows:

Subject Matter Areas	Group Members
Animal Science	*Sid Long W.H. Pittard T.J. Honeycutt
Plant and Soil Science	*Phillip Massey Bennie Pryor Don Knotts
Ag Mechanics	*Harvey Siems Hulan Harris O.L. Marsh

Ag Management and S.E.P.	*Kenneth Hughes Dwaine Brown Bill Tomlinson
Leadership and Careers	*U.D. Adams Raymond Holt Herman Brown
Local Adaptation	*Melvin Neil John Holcomb G.G. Scroggins
New Areas	*Durwin Hill Larry Ermis Pat Lindley Foy Page

*Designates Chairman of Group

All groups were to report back to the meeting room at 3:30 P.M. for discussion of changes. The meeting was adjourned till then.

Lunch (12:30 - 1:30 P.M.)

Individual Group Discussion (1:30 - 3:30 P.M.)

The state advisory committee reorganized at 3:30 P.M. Each group chairman gave the report of its findings and each were discussed by the entire committee. The meeting was adjourned at 5:15 P.M. and all members were asked to bring any further comments on proposed or suggested changes to the meeting the next day.

Tuesday - June 7

The final session of the first state advisory committee was called to order at 8:15 A.M. by Dr. Herman Brown. Forms for travel reimbursement were handed out to all committee members for completion of required information and signatures.

Larry Ermis presented all suggested changes made by the groups the previous day by subject matter area and grade level.

John Holcomb chaired the discussion of the changes suggested by all the groups. The project staff was given approval by general consent to prepare units/topics for the leadership area in grade levels II, III, and IV. (Note: All suggested changes are underscored on the attached typed copy of the Basic Curriculum Guide).

As a final major topic of the first meeting of the state committee, Dr. Brown discussed the second survey questionnaire to be presented to all teachers in the state for their response. All items concerning the discussion by the committee of the survey are itemized as follows:

(1) The new survey questionnaire is to be distributed for discussion only at the VATAT In-Service Conference in Dallas the first week of August. (Preferably the first district meeting on Tuesday, August 2).

(2) The survey questionnaire would be completed by all vo-ag teachers at their first district meeting of the new school year. (This would give a large response and give all teachers a voice in the revision of the guide).

(3) The survey questionnaire would be printed on different colors of paper for grade level distinction.

(4) All teachers would have the opportunity to respond to all grade levels of the curriculum guide that they have contact with.

(5) The survey questionnaire would have an area for additional units or topics to add with possibility of teachers responding to what they teach under "Local Adaptation."

Dr. Brown stated he would notify all committee members of the time and place to meet at the state conference in Dallas prior to their presenting the new survey questionnaires to the teachers in their respective areas.

It was decided to have the second major meeting of the State Advisory Committee during the week of December 12-16.

The meeting was adjourned at 11:00 A.M.

Minutes prepared by Larry Ermis, research associate.

APPENDIX F

Cover Letter and Survey Instrument

Texas Education Agency

201 East Eleventh Street
Austin, Texas
78701

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

August 1, 1977

TO ALL PRODUCTION AGRICULTURE TEACHERS:

The Texas Education Agency is involved with a special project entitled "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas."

Our present curriculum guide was developed back in 1967-69. Since then changes in agriculture have caused a reassessment and rearrangement of subject matter priorities within the limited time available for teaching vocational agriculture students in the secondary public schools of Texas.

The project's state advisory committee has proposed changes in the basic curriculum guide. These changes are a direct result of recommendations made by a random sample of vocational agriculture teachers.

The attached questionnaire is for your examination and review before your first district meeting this fall. At that meeting, you will be asked to fill out the questionnaire.

Very truly yours,

J. A. Marshall, Director
Agricultural Education

Attachments

AN ASSESSMENT OF THE BASIC CURRICULUM GUIDE

FOR PRODUCTION AGRICULTURE IN TEXAS

****

INSTRUCTIONS

(1) General Information - Circle the level(s) of production agriculture that you teach.

VA I VA II VA III VA IV

(2) Instructions for Pages 2 through 5.

Column 1 - Numbers refer to pages in the Basic Curriculum Guide For Production Agriculture.

Column 2 - The state advisory committee has suggested these changes in the basic curriculum guide.

Column 3 - Respond to the suggested changes by CIRCLING your level of agreement.

Example: Add new topic entitled Preparing Interviews.....5 (4) 3 2 1

Explanation: The rating of 4 indicates that the topic entitled Preparing Interviews is of basic importance to the production agriculture curriculum in Texas and you are in relatively high agreement for adding the suggested topic.

Column 4 - This column is provided for you to make comments or suggestions.

Basic Curr. Guide Page	Changes In Basic Curriculum Guide Suggested By State Advisory Committee	Level of Agreement HIGH LOW	Comments an Suggestio
	VOCATIONAL AGRICULTURE I		
4	Subject Matter Area II - ANIMAL SCIENCE Unit A - Breeds & Selection of Livestock & Poultry Topics #8 and #9 - Combine these two topics into one topic entitled Classes, Breeds, and Varieties of Poultry.....	5 4 3 2 1	
4	Subject Matter Area III - SOIL SCIENCE Unit B - Nature and Properties of Soils Topic #4 - Transfer Soil Sampling topic to VA II.....	5 4 3 2 1	
5	Subject Matter Area IV - PLANT SCIENCE Unit D - Transfer Reproduction unit and topics to VA III..... Unit E - Seed Bed Preparation Topic #3 - Transfer Application of Fertilizer topic to VA II..... Topic #4 - Delete Irrigation topic.....	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	
6	Subject Matter Area V - AGRICULTURAL MECHANICS Unit B - Farm Carpentry Topic #9 - Delete Mechanical Drawing Equipment topic..... Add new topic entitled Lumber Identification and Computation of Bill of Materials Unit D - Selecting and Applying Paint Topic #2 - Transfer Spray Painting topic to VA III..... Add new unit entitled Introduction to Arc Welding.....	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	
6	Subject Matter Area VII - SUPERVISED EXPERIENCE PROGRAMS AND RECORDS Unit A - Planning and Establishing Individual Supervised Experience Programs Topics #1 and #2 - Combine these two topics into one topic entitled Explanation, Purposes and Planning of Supervised Experience Programs..... Unit D - Records for Awards and Scholarships Add new topic entitled Preparing Interviews..... Add new topic entitled Characteristics of Good Applications.....	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	
7	Subject Matter Area IX entitled OPPORTUNITIES IN AGRICULTURE..... Add new unit entitled Careers in Agriculture.....	5 4 3 2 1 5 4 3 2 1	

7	Add new Subject Matter Area X entitled ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION	5	4	3	2	1	
	Add new unit entitled Safe Use of Chemicals	5	4	3	2	1	

VOCATIONAL AGRICULTURE II

8	Subject Matter Area I - INTRODUCTION TO AGRICULTURE Unit B - Transfer Opportunities in Agriculture unit to new Subject Matter Area IX with same title	5	4	3	2	1	
9	Subject Matter IV - PLANT SCIENCE Unit D - Insect and Disease Control Add new topic entitled Safe Application of Agricultural Chemicals	5	4	3	2	1	
9	Subject Matter Area V - AGRICULTURAL MECHANICS Unit C - Transfer Concrete unit and topics to VA IV	5	4	3	2	1	
10	Subject Matter Area VIII - AGRICULTURAL LEADERSHIP						
	Add new unit entitled Public Speaking	5	4	3	2	1	
	Add new unit entitled Conducting Chapter Meetings	5	4	3	2	1	
	Add new unit entitled Committees and Their Functions	5	4	3	2	1	
	Add new unit entitled FFA Ceremonies	5	4	3	2	1	
10	Add new Subject Matter Area IX entitled OPPORTUNITIES IN AGRICULTURE	5	4	3	2	1	
	Add new unit entitled Careers in Agriculture	5	4	3	2	1	
	Add new unit entitled Job Placement Techniques	5	4	3	2	1	

VOCATIONAL AGRICULTURE III

11	Subject Matter Area I - INTRODUCTION TO AGRICULTURE Unit B - Transfer Careers and Opportunities in Agriculture unit to new Subject Matter Area IX entitled OPPORTUNITIES IN AGRICULTURE	5	4	3	2	1	
11	Subject Matter Area II - ANIMAL SCIENCE Unit C - Transfer Wildlife unit and topics to VA IV	5	4	3	2	1	
11	Subject Matter Area III - SOIL SCIENCE Unit B - Change the name of the unit to read Managing Soils and Land Reclamation	5	4	3	2	1	

12	Subject Matter Area IV - PLANT SCIENCE Unit C - Transfer unit entitled Identification and Selection of Fruits, Vegetables, and Ornamental Plants and topics to VA I.....	5	4	3	2	1
12	Subject Matter Area V - AGRICULTURAL MECHANICS Unit B - Transfer unit entitled Agricultural Power - Small Gas Engines and topics to VA II.....	5	4	3	2	1
12	Subject Matter Area VI - AGRICULTURAL MANAGEMENT Unit A - Transfer unit entitled Introduction and topics to VA I.....	5	4	3	2	1
	Unit C - Transfer unit entitled Agricultural Finance and topics to VA I.....	5	4	3	2	1
	Unit E - Agriculture Records Topic #6 - Transfer Social Security topic to VA I.....	5	4	3	2	1
	Unit F - Transfer unit entitled Agricultural Insurance and topics to VA II.....	5	4	3	2	1
14	Subject Matter Area VIII - AGRICULTURAL LEADERSHIP Add new unit entitled Speaking Before Agricultural Organizations.....	5	4	3	2	1
	Add new unit entitled Organizing the FFA Banquet.....	5	4	3	2	1
	Add new unit entitled Planning and Conducting FFA Chapter Activities.....	5	4	3	2	1
14	Add new Subject Matter Area IX entitled OPPORTUNITIES IN AGRICULTURE.....	5	4	3	2	1
	Add unit entitled Careers in Agriculture.....	5	4	3	2	1
14	Add new Subject Matter Area X entitled ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION.....	5	4	3	2	1
	Add new unit entitled Regulation and Certification in Use of Chemicals.....	5	4	3	2	1
	Add new unit entitled Water Pollution Control.....	5	4	3	2	1
	Add new unit entitled Air Pollution Control.....	5	4	3	2	1
	Add new unit entitled Fuel Conservation.....	5	4	3	2	1
	Add new unit entitled Electric Power Conservation.....	5	4	3	2	1

VOCATIONAL AGRICULTURE IV

15	Subject Matter Area I - INTRODUCTION TO AGRICULTURE Unit B - Transfer Careers and Opportuntites in Agriculture unit to new Subject Matter Area IX entitled OPPORTUNITIES IN AGRICULTURE.....	5	4	3	2	1
15	Subject Matter Area II - ANIMAL SCIENCE Unit B - Transfer Animal Reproduction unit and topic to VA III.....	5	4	3	2	1
	Unit C - Transfer Livestock Facilities unit and topic to VA III.....	5	4	3	2	1

5	Subject Matter Area III - SOIL SCIENCE Unit A - Transfer Soil Testing unit to VA II.....	5	4	3	2	1	
5	Subject Matter Area V - AGRICULTURAL MECHANICS Unit B - Change the name of the unit to read Truck and Tractor Maintenance - Function & Maintenance of Truck and Tractor Systems.....	5	4	3	2	1	
	Unit D - Transfer Advanced Oxy-Acetylene Welding and Brazing unit to VA III.....	5	4	3	2	1	
6	Subject Matter Area VI - AGRICULTURAL MANAGEMENT Unit C - Transfer Marketing unit and topics to VA III.....	5	4	3	2	1	
7	Subject Matter Area VIII - AGRICULTURAL LEADERSHIP Add new unit entitled National Activities & Functions.....	5	4	3	2	1	
	Add new unit entitled Leadership and the Future Farmer and new topics entitled Qualities of Leadership and Types of Leadership.....	5	4	3	2	1	
	Add new unit entitled Presenting & Receiving Awards.....	5	4	3	2	1	
	Add new unit entitled Conversations and new topics entitled Starting A Conversation and Conversation Tips.....	5	4	3	2	1	
7	Add new Subject Matter Area IX entitled OPPORTUNITIES IN AGRICULTURE.....	5	4	3	2	1	
	Add unit entitled Careers in Agriculture.....	5	4	3	2	1	
7	Add new Subject Matter Area X entitled ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION.....	5	4	3	2	1	
	Add new unit entitled Food Contamination.....	5	4	3	2	1	
	Add new unit entitled Conserving Energy on the Farm and Ranch.....	5	4	3	2	1	

LOCAL ADAPTATION

In the blank blocks, enter the LOCAL ADAPTATION TIME you use to supplement the number in the Basic Curriculum.

Example: The basic curriculum guide lists 10 class periods for leadership in VA II.

If you use 15 periods in VA II for leadership, enter 5 in the block.

SUBJECT MATTER AREA	VA I	VA II	VA III	VA IV
I. INTRODUCTION				
II. ANIMAL SCIENCE				
III. SOIL SCIENCE				
IV. PLANT SCIENCE				
V. AGRICULTURAL MECHANICS				
VI. AGRICULTURAL MANAGEMENT				
VII. SUPERVISED EXPERIENCE PROGRAMS AND RECORDS				
VIII. LEADERSHIP				
Your Local Adaptation Time Not Covered Above: AGRICULTURE AREAS NOT IN GUIDE +				
Your Local Adaptation Time Not Covered Above: OTHER SCHOOL ACTIVITIES ++				
TOTAL	60	60	70	80

+PLEASE LIST MAJOR HEADINGS ON THE LINES GIVEN: _____,

_____, _____, _____.

++Examples - Club Meetings, School Assemblies, etc.

APPENDIX G

Letter to Teachers of Vocational Agriculture
Serving on Advisory Committee

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

July 11, 1977

MEMORANDUM

TO: Teachers of Vocational Agriculture Serving on State Advisory Committee

FROM: Herman D. Brown, Project Director

SUBJECT: Schedule for Dallas Meeting

The wheels continue to turn in our attempt to have a questionnaire ready for distribution during the annual Teachers Conference in Dallas. We believe that we will be able to meet the date of August 1.

We would like to meet with you on Tuesday morning before the first General Session. At this time we will make available to you questionnaires for distribution during one of your Area meetings plus sufficient copies for district meetings in September or October. The meeting should not take more than 30 minutes.

Time: 8:00 A.M.
Place: Roman Room - Baker Hotel (Vo-Ag Teachers Association Hdqs.)
Date: Tuesday, August 2, 1977

If you have any questions, do not hesitate to contact me at your convenience.

cc: Mr. J.A. Marshall
Mr. G.G. Scroggins
Area Supervisors
Members of Advisory Committee
Project Staff

APPENDIX H

Suggested Instructions for Administering and Collecting Survey Instruments

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Advisory Committee Members

FROM: Herman Brown, Project Director

DATE: August 1, 1977

SUBJECT: TEA Project - "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

SUGGESTED INSTRUCTIONS FOR VATAT CONFERENCE AREA MEETINGS

PLEASE NOTE: Your package labeled "FOR FALL DISTRICT MEETINGS" is not to be used this week.

(A) You have in your package labeled "VATAT CONFERENCE AREA MEETING" a sufficient quantity of stapled copies of [J.A. Marshall cover letter, pink questionnaire, and blue curriculum guide with suggested changes written in] for distribution to all the teachers at your area meeting.

(B) During the area meeting:

(1) Present to the teachers background information concerning the purpose, organization, and objectives of this TEA project.

(2) Distribute to the teachers copies of the material described in (A) above.

(3) Explain and/or discuss the material contained in the copies with the teachers.

(4) Inform the teachers that the material is for their information only. None of the material is to be returned.

(5) Inform the teachers that they are to read and study the items in the pink questionnaire between the time of the conference and their first district meeting in the fall. Explain the terms: Transfer - move unit or topic to another place in the guide; Delete - omit item entirely from the guide; and Add - place new areas, units, or topics in the guide.

(6) Emphasize the importance of the LOCAL ADAPTATION chart on the back page of the pink questionnaire; especially additional instructional areas not in the guide (designated with a +).

(7) Inform the teachers to write any suggestions that they have concerning the basic curriculum and local adaptation on their pink questionnaire for discussion at their district meeting in the fall.

(8) Inform the teachers that time allocations in the curriculum guide will be determined by the state advisory committee.

(9) Inform the teachers that time will be allocated during their first district meeting in the fall to complete the questionnaire (a yellow duplicate of the pink questionnaire).

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Advisory Committee Members

FROM: Herman Brown, Project Director

DATE: August 1, 1977

SUBJECT: TEA Project - "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

SUGGESTED INSTRUCTIONS FOR DISTRICT MEETINGS

(A) Enclosed in each envelope are sufficient quantities of yellow questionnaires for all the teachers in the district designated on the front of the envelope and a copy of a "Travel and Per Diem Record" form for your completion. The package labeled "FOR USE AT ALL DISTRICT MEETINGS" contains your personal copies of the blue curriculum guide with suggested changes written in.

(B) During <u>each</u> district meeting:

(1) Distribute the yellow questionnaires. Provide pens or pencils for the teachers to use in completing the questionnaires.

(2) Distribute the blue guides for reference use by the teachers.

(3) Explain and/or discuss the questionnaire. Answer the teachers' questions. Explain the terms <u>transfer</u>, <u>delete</u>, and <u>add</u>.

(4) Request that the yellow questionnaire be completed <u>in full</u>. Approximately 30 minutes of time is required to complete the questionnaire.
(a) Request teachers to circle <u>all</u> items to be ranked.
(b) Solicit <u>written</u> comments and/or suggestions.
(c) Request that the <u>chart</u> on the back page be completed and that additional areas of instruction be listed on the lines provided.

(5) Collect all yellow questionnaires.

(6) Collect all blue curriculum guide reference copies for use at the next district meeting.

(7) Mail all completed yellow questionnaires in the postage stamped envelope <u>after each district meeting</u>.

(8) Complete your "Travel and Per Diem Record" form.

(C) After the <u>last</u> district meeting:

(1) Destroy the blue curriculum guide reference copies.

(2) Return all "Travel and Per Diem Record" forms. Vouchers for reimbursement will be mailed to you for your signature.

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(D) If you have any questions, call (AC 713) 845-2951 <u>collect person-to-person</u>. If a staff member is not available, we will call you within the hour.

APPENDIX I

Letters to Advisory Committee Members

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

MEMORANDUM

TO: State Advisory Committee Members

FROM: Herman Brown, Project Director

DATE: August 31, 1977

SUBJECT: TEA Project - "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

Plans are being made to hold the second meeting of the project state advisory committee on December 12-13, 1977 in Waco, Texas. We hope to have use of the Old Main Lodge facilities as our first meeting of last June.

Your room reservation cards will be sent to you as soon as the motel confirms our conference reservation. Participants in the meeting will be reimbursed through the project for travel and per diem at the State rate of 18¢ per mile and $30 per day.

We will inform you of any developments of importance to the work of the committee for December. Best wishes for a successful meeting with the teachers of vocational agriculture at the district meetings this fall.

cc: Earl H. Knebel
J.A. Marshall
Area Supervisors
Project Staff

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Advisory Committee Members

FROM: Herman Brown, Project Director

DATE: November 16, 1977

SUBJECT: T.E.A. Project - "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

The second meeting of the project state advisory committee will be held December 12-13, 1977 in the conference room of the Old Main Lodge (Best Western) in Waco, Texas. This is the same motel that we met in last June, and we are happy to have use of the fine facilities again. Enclosed are stamped self-addressed reservation cards which can be mailed directly to the Old Main Lodge.

The meeting is planned to begin at 8:30 a.m. on Monday, December 12 and end at noon on Tuesday, December 13. Many of you may wish to make plans to arrive at the lodge on Sunday evening due to the traveling distance involved. Participants in the meeting will be reimbursed through the project for travel and per diem at the State rate of 18¢ per mile and $30 per day. Travel vouchers will be prepared for you to complete on the last day of the meeting.

The project staff has organized the results of the state vocational agriculture teacher survey. Teachers on the state advisory committee and their respective area supervisors are to be commended for their time and effort in collecting the data from the vocational agriculture teachers. Statistical analysis of the data was performed by the data processing center on the TAMU campus. Over eighty-five percent of the state's vocational agriculture teachers responded to the survey which is indicative of their commitment to provide an effective agriculture curriculum for the youth of our state.

Please review the enclosed material prior to December 12 as time will not allow an in-depth study of the survey data during the meeting.

ENCLOSURES

cc: J.A. Marshall
Earl Knebel
Area Supervisors

TENTATIVE MEETING AGENDA

State Advisory Committee

December 12-13, 1977

Monday (December 12)

8:30 AM - Noon	Discussion of state teacher survey results Sub-committee meetings (1) Identification of subject matter components of highest importance (2) Arrangement of subject matter components into years according to appropriate sequence and levels of difficulty
1:00 PM - 5:00 PM	Discussion of sub-committee findings Recommendation of time allocations (1) Basic curriculum (2) Local adaptation

Tuesday (December 13)

8:00 AM - Noon*	Revision of Basic Curriculum Guide - First Draft

*Adjournment time is tentative. Under no circumstances will we go beyond 4 p.m.

APPENDIX J

Letter, Minutes, and Draft of Revised Curriculum Guide

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

TO: State Advisory Committee Members

FROM: Herman Brown, Project Director

DATE: January 5, 1978

SUBJECT: T.E.A. Project - "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

The project staff thanks you for your active participation in the second state advisory committee meeting held December 12-13, 1977 in Waco. Your dedicated support in the assessment and revision of the present basic curriculum guide is appreciated.

A copy of the minutes of the December meeting is enclosed along with a draft of the revised curriculum guide. The changes from our present curriculum guide are underlined for your ease in review. Please contact us if you notice any discrepancies in the changes.

Best wishes for a successful new year. Further information concerning the status of the basic curriculum guide project will be sent to you as soon as it becomes available.

ENCLOSURES

cc: J. A. Marshall
Earl H. Knebel
Area Supervisors

MINUTES OF THE SECOND STATE ADVISORY COMMITTEE MEETING

"An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas"

December 12-13, 1977
Old Main Lodge
Waco, Texas

Monday - December 12

The meeting was called to order at 8:30 a.m. by Dr. Herman Brown, project director. Members of the state advisory committee were introduced.

Members absent from the meeting included:

1) Lester Cole - Mineola VAT, Area VI
   (Keith Parks, Sulphur Springs VAT, filled in for Lester Cole)
2) Phillip Massey - Corpus Christi VAT, Area X
   (Billy Steelhammer, Mathis VAT, filled in for Phillip Massey)
3) Hulan Harris, Area II Consultant
4) Ira Black, Area VI Consultant
5) W. H. Pittard, Area VII Consultant
6) Jeff Davis, Area IX Consultant
7) Herb Schumann - SHSU Teacher Trainer
   (T.J. Honeycutt filled in for Herb Schumann)
8) Raymond Holt, T.E.A. Staff Consultant
9) Pat Lindley, T.E.A. Staff Consultant

Dr. Brown gave a brief review of the project's objectives and discussed the schedule of projected monthly activities. Included in his introductory remarks was a comment on the survey instrument that emphasized the high response given by the state's vocational agriculture teachers to suggested changes in their basic curriculum guide. Dr. Brown stated it was the committee's goal to finalize recommended changes in the guide in order that a suitable guide could be presented to J.A. Marshall and the T.E.A. for approval.

Larry Ermis, research associate, gave a brief review of the activities of the project staff since the first state advisory committee held last June. His comments included remarks on the accomplishments of the committee at that first meeting, the drafting of the survey instrument to be distributed to every vocational agriculture teacher in the state, and the committee's work in personally distributing and collecting the instruments during the fall district in-service workshops held throughout the state. Additional remarks included a discussion of the work of Randy Slater, graduate research assistant, and others in tabulating the responses of the teachers for computer analysis by the Data Processing Center on the TAMU campus. In conclusion of his report, Larry Ermis described a listing of project materials each member was to have on hand for discussion purposes during the two day meeting.

Dr. Brown led the committee's discussion of the statistical data provided from the agriculture teacher survey. Mean responses for each suggested change in each grade level were discussed in all aspects by the committee. It was pointed out that the lowest overall mean response was a 2.8 on a scale of 1 through 5 for all four grade levels. It was noted that the survey instrument obtained few written comments probably due to the structure of the instrument itself. Using the ranking of all mean responses by grade level, the committee discussed the importance of high ranking suggested changes as opposed to those that received a low ranking. The committee was reminded to keep the ranking of importance in mind when drawing conclusions on either accepting or rejecting a specific recommended change. As far as the Vocational Instructional Materials Center was concerned, it was noted that over 95% of the vocational agriculture teachers in the state have ordered the VA I, II, III, and IV curriculum materials. The percentage of teachers actually using the materials was not readily known.

Mr. John Holcomb, staff associate, described the results of the survey concerning local time allocations. He commented on the problem of low local time allocations which arises when new areas, units, or topics are added to the basic curriculum. The amount of time expended by teachers on agriculture areas not in the guide and on other school activities was found to be surprisingly lower than expected. Discussion was also centered around the quality of the data received in terms of the actual number of days that were actually allocated to local adaptation. Mr. Holcomb led the committee's discussion of the overall mean responses (time allocations) for each grade level and subject matter area. Agricultural mechanics and animal science were cited as the two main subject matter areas receiving the greatest attention at the local level for all four grade levels.

Dr. Herman Brown discussed with the committee a listing of agriculture areas not in the guide compiled from comments made by teachers in the survey instrument. It was agreed many of the areas suggested by the teachers were already covered in the guide with others adaptable mainly to certain portions of the state. It was noted that the VIS Center had copies of printed material for certain areas that were listed as not being covered in the basic curriculum guide.

After a break for refreshments, each of the vocational agriculture teachers on the committee was asked to give comments concerning the feelings of his area's teachers to proposed changes in the guide.

Area I - Benny Pryor stated the teachers would like to see the changes occur, but the majority of them disagreed with the suggested change of deleting irrigation from the guide.

Area II - Sid Long commented on the teachers' acceptance of the guide as a means of planning year's activities, but emphasized that teachers saw a need for improvement in various areas of the guide.

Area III - Kenneth Hughes stated teachers would allocate time as needed for local adaptation. He personally felt the guide is being used statewide primarily due to the publication of materials by the VIS Center.

Area IV - Dwaine Brown commented that the majority of the teachers would go along with the changes as suggested.

Area V - Nick Blaine agreed with the other teachers' comments already stated and placed an emphasis on the need for a respectable local time allocation in each grade level.

Area VI - Keith Parks stated the teachers in his area were in agreement on the suggested changes, and the feelings of the teachers in his area were the same as those expressed by the teachers in the other areas.

Area VII - Melvin Neill commented his teachers were in agreement in those areas already stated by other members of the committee.

Area VIII - Harvey Siems noted teachers were pleased with the guide but desired more local time allocations.

Area IX - O.L. Marsh described the guide as a necessity for teaching the basics of agriculture in the state. He stated the teachers in his area disagreed with the transferring of much of the material in the guide from one grade level to another.

Area X - Billy Steelhammer stated his personal opinion in saying the guide was the greatest thing going for the teachers in the state.

In general the teachers felt the guide was being used statewide, and students are being exposed to it somewhere during their high school years. A few of the members on the committee stated the guide was a great asset to the older teachers as they had no guide or curriculum materials center a decade or so ago to assist them.

Dr. Brown received the following responses from the four teacher trainers present to the same question the vocational agriculture teachers on the committee were asked.

Dr. Billy Irick stated that we need to express concern for a basic curriculum for the entire state. There may be a need to have the teachers in the state specify what they would like to have in the basic curriculum guide.

Dr. Don Knotts commented his department offered a course in which students seriously considered the need for the guide in improving their agriculture teaching programs.

Mr. T.J. Honeycutt agreed with the teachers' need for a revised curriculum that is included in a guide basic to all in the state.

Dr. Jerry Stockton stated most of his teachers would like to see some changes in the guide. The teachers will most likely use local time allocations as they desire anyway. He emphasized the need for allocating time periods in the curriculum guide.

Mr. Durwin Hill, Area VIII consultant, stated the committee should use the rankings of the means obtained in the survey to set priorities for changes in the guide. In other words, those changes which ranked the highest should be followed through, and those changes which ranked the lowest should be left as only a suggestion with the time re-allocated to local adaptation where it is needed.

Mr Foy Page and Dr. Bill Tomlinson of the VIS Center stated the committee should look at the teacher input when considering changes for the revised curriculum guide. The VIS Center would make all the changes in its curriculum materials that the committee deemed necessary. Mr. Page and Dr. Tomlinson stated the transfer of units and topics was not significant since the teachers would most likely use the subject matter at a time most appropriate to them. They further stated the curriculum project gave the teachers a voice in the development of a revised curriculum which, in a manner of speaking, is a very important aspect of curriculum development.

Mr. Foy Page commented that the T.E.A. would allocate the VIS Center time for making any revisions in the guide. Furthermore, VA III and IV materials were being held back pending the outcome of the committee's final decision on the revised basic curriculum guide. In addition, the quanity of VA I and II materials being printed is held to a minimum for the same purpose. In conclusion, Mr. Page stated the VIS Center has many requests for more materials, and teachers state the materials are well received. The teachers' major criticism is there is too much to be taught in the agriculture curriculum at present.

Instead of breaking down into smaller groups to discuss the proposed changes, Mr. Durwin Hill suggested the committee stay together as one body to serve the same purpose. The suggestion passed by general consent. The suggested changes in the VA I curriculum were discussed in full before the committee adjourned at 11:45 a.m. for lunch.

The committee reorganized at 1:15 p.m. and continued its discussion of proposed changes for the remaining three grade levels. The committee adjourned at 2:00 p.m. for individual deliberations while Larry Ermis and Randy Slater prepared copies of the guide with its revised changes previously suggested by the committee.

At 3:30 p.m. the committee broke down into four distinct groups to discuss the suggestions as proposed. Listed below are the names of the group members and the subject matter areas each group was to consider in greater detail.

Subject Matter Areas I and II:
- Don Knotts
- Sid Long
- *O.L. Marsh
- Billy Steelhammer

Subject Matter Area V thru VIII:
- Nick Blaine
- T.J. Honeycutt
- *Melvin Neill
- Harvey Siems

Subject Matter Areas III and IV:
- *Dwaine Brown
- Keith Parks
- Benny Pryor
- J.D. Stockton

Subject Matter Areas IX and X:
- U.D. Adams
- *Durwin Hill
- Kenneth Hughes
- Bill Irick

*designates group chairman

The committee regrouped at 4:30 p.m., and the chairman of each group submitted his group's recommendations to the entire committee. The committee adjourned at 5:30 p.m. to sleep on the recommendations as presented.

Tuesday - December 13

The second day's session was called to order at 8:30 a.m. by Dr. Herman Brown. Travel forms were provided to committee members for signatures and completion of other required data.

Mr. John Holcomb chaired the discussion of the committee's recommended changes in the basic curriculum guide from the past evening's session. Mr. Holcomb emphasized the need for the committee to have their thoughts centered on three main categories of concern. First, the committee members should be viewing the overall guide when making a decision; second, there should be a reasonable scheme for allocating time under local adaptation; and third, the state should have a guide that is respected by all teachers. The committee followed along with Mr. Holcomb as he discussed each of the final proposed changes in the subject matter outline for each grade level. Afterwards, the committee agreed to make the local time allocations more consistent by having the time allocations at the local level increase for each step of the grade level (except VA I and II which were delegated equal local time allocations.) The final outcome saw local adaptation receive 43% of the total time allocated in the curriculum guide.

In closing, Dr. Herman Brown commented on the fine work of the committee in preparing a revised curriculum guide with no drastic changes in it which would seriously hinder the agriculture program of the state. He stated the revisions as suggested by the state advisory committee would be presented to Mr. J.A. Marshall and the Texas Education Agency, and when approved, the newly revised curriculum guide would be ready for distribution to the teachers during the 1978 VATAT Conference in Fort Worth. Mr. G.G. Scroggins commented on the need for curriculum revisions in other vocational programs of the state and cited the agriculture program as the "groundbreaker" in getting the revisions started. The teacher educators stated that some new research programs were either started or in the planning stages for initiation. Included in this discussion was Texas Tech University's program to determine the importance of the summer program in the overall agriculture program of Texas, and Texas A&M University's project on textbook and resource material use by vocational agriculture programs in the state. There were implications made concerning the initiation of a state project to evaluate all the Texas vocational agriculture programs. Mr. Holcomb stated the 1980 census will begin late next year, and there will be an identification of industries with agricultural expertise for determining manpower needs of the future.

The committee adjourned at 10:30 a.m. with well wishes for a safe and happy holiday season.

The minutes were prepared by Larry Ermis, research associate, and Randy Slater, research assistant.

ATTACHMENT: Basic Curriculum Guide for Production Agriculture in Texas (as drafted by the State Advisory Committee in December, 1977)

BASIC CURRICULUM GUIDE

FOR

PRODUCTION AGRICULTURE

IN

TEXAS

SUMMARY OF RECOMMENDATIONS
FOR A
BASIC CURRICULUM FOR PRODUCTION AGRICULTURE
BY
SUBJECT MATTER AREAS

FOUR-YEAR PROGRAM

SUBJECT MATTER AREAS	PERIODS OF INSTRUCTION				
	VA I	VA II	VA III	VA IV	TOTAL
I. INTRODUCTION	2	1	1	1	5
II. ANIMAL SCIENCE	21	36	24	7	88
III. SOIL SCIENCE	14	10	6	7	37
IV. PLANT SCIENCE	19	20	8	0	47
V. AGRICULTURAL MECHANICS	23	22	30	30	105
VI. AGRICULTURAL MANAGEMENT	0	0	22	27	49
VII. SUPERVISED EXPERIENCE PROGRAMS AND RECORDS	14	7	7	6	34
VIII. LEADERSHIP	17	5	1	0	23
IX. OPPORTUNITIES IN AGRICULTURE	0	4	1	2	7
X. ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION	0	5	0	0	5
*LOCAL ADAPTATION	65	65	75	95	300
TOTAL	175	175	175	175	700

*Additional periods of instruction in certain areas of the basic curriculum or instruction in other areas important to the community but not necessarily important throughout the state.

VOCATIONAL AGRICULTURE I

		Periods of Instruction	
		Topics	Units
I.	INTRODUCTION TO AGRICULTURE (2 periods)		
	A. Agriculture & Its Importance as an Industry.....	1	1
	B. Areas of Concern in V.A. I.....	1	1
II.	ANIMAL SCIENCE (21 periods)		
	A. Breeds & Selection of Livestock & Poultry.....		15
	1. Breeds of Beef Cattle (Introduction)	2	
	2. Breeds of Dairy Cattle	1	
	3. Breeds of Swine	1	
	4. Breeds of Horses	1	
	5. Breeds of Goats	1	
	6. Breeds of Sheep	1	
	7. Classes, Breeds, & Varieties of Poultry	2	
	8. Selecting Livestock	5	
	9. Selecting Poultry	1	
	B. Handling Livestock & Poultry.....		6
	1. Handling & Restraint of Animals	1	
	2. Castrating Livestock	1	
	3. Dehorning	1	
	4. Branding, Marking, Ear Notching, Tagging, & Tattooing	1	
	5. Docking Sheep	½	
	6. Injection Procedures	1	
	7. Glossary of Terms	½	
III.	SOIL SCIENCE (14 periods)		
	A. Importance of Soils.....		1
	1. Influence of Soils & Soil Formation	1	
	B. Nature & Properties of Soils.....		5
	1. Soil Components	1	
	2. Soil Properties	1	
	3. Soil Classification	1	
	4. Soil Sampling	2	
	C. Conserving Soils.....		3
	1. Kinds of Erosion	1	
	2. Factors Influencing Soil Erosion	1	
	3. Erosion Control Measures	1	
	D. Conserving & Controlling Soil Water.....		5
	1. Importance, Kinds, & Losses of Soil Water	2	
	2. Soil Water Disposal	1	
	3. Water Requirements of Crops	1	
	4. Conservation Measures	1	
IV.	PLANT SCIENCE (19 periods)		
	A. Introduction.....		3
	1. Economic Importance of Major Crops to the County, State, & Nation	1	
	2. The Major Areas of Production-State, Nation, & World	1	

		Periods of Instruction	
		Topics	Units
	3. Major Uses of Major Crops-Location of Processing Areas & Crop Consumption	1	
B.	Plant Growth.....		4
	1. Plant Structure-Function of Plant Parts	1	
	2. How Seeds Germinate	1	
	3. How Plants Make, Use, & Store Food	2	
C.	Identification & Selection of Plants-Field Crops....		4
	1. Classification of Plants-Field Crops	2	
	2. Selection of Plants-Field Crops	2	
D.	Reproduction.....		3
	1. Sexual Plant Reproduction	2	
	2. Asexual Reproduction	1	
E.	Seed Bed Preparation.....		3
	1. Disposing of Previous Residue	1	
	2. Land Preparation	1	
	3. Application of Fertilizer	½	
	4. Irrigation	½	
F.	Planting.....		2
	1. Selection of Seed	1	
	2. Equipment & Methods Used in Planting-Seeding Rates & Spacing	1	
V.	AGRICULTURAL MECHANICS (23 periods)		
A.	Shop Orientation.....		2
	1. Importance of Agricultural Mechanics	½	
	2. Shop Rules & Regulations	½	
	3. Shop Safety & Clean-Up	1	
B.	Farm Carpentry.....		8½
	1. Nail Hammers & Wrecking Bars	1	
	2. Hand Planes	1	
	3. Identification, Use, & Condition of Hand Saws	2	
	4. Wood Chisels	½	
	5. Brace & Bits	½	
	6. Hand Drills	½	
	7. Screwdrivers	½	
	8. Identification & Use of Wood Screws, Nails, Bolts & Other Fasteners	1	
	9. Lumber Identification and Computation of Bill of Materials	1	
	10. Measuring & Marking Devices	½	
C.	Cold Metal Work.....		8½
	1. Identifying Common Kinds of Metals	½	
	2. Cutting Cold Metal	1½	
	3. Filing Cold Metal	1	
	4. Bending & Shaping Metal	1	
	5. Drilling Holes	1	
	6. Tapping & Threading	1½	
	7. Bolting & Riveting	1	
	8. Removing Broken Bolts	1	
D.	Selecting & Applying Paint.....		2

		Periods of Instruction	
		Topics	Units
	1. Brush Painting	1	
	2. Spray Painting	1	
	E. Conditioning Hand Tools (Wood & Metal).....		2
	1. Plane Iron, Wood Chisel, Bits (Wood & Metal), Screwdrivers, & Cold Chisel	2	
VI.	AGRICULTURAL MANAGEMENT (0 periods)	0	0
VII.	SUPERVISED EXPERIENCE PROGRAMS & RECORDS (14 periods)		
	A. Planning & Establishing Individual Supervised Experience Programs.....		5
	1. Explanation, Purposes and Planning of Supervised Experience Programs	1	
	2. Characteristics of a Good Supervised Farming Program	1	
	3. Selecting & Planning Individual Supervised Farming Programs	3	
	B. Keeping Records of Supervised Experience Programs.....		5
	1. Purposes & Procedures of Keeping Accurate Records	5	
	C. Analysis & Evaluation of Supervised Experience Programs.....		2
	1. Analyzing Productive Projects	2	
	D. Records for Awards & Scholarships.....		2
	1. Records for Awards & Scholarships	2	
VIII.	LEADERSHIP (17 periods)		
	A. The Future Farmers of America.....		7
	1. History, Aims, & Purposes	1	
	2. Local & District Organizations	½	
	3. Individual Responsibility to the FFA	½	
	4. Degree Qualifications	1	
	5. Committee Responsibilities	½	
	6. Constitution & Bylaws	½	
	7. Local Program of Work	1	
	8. Leadership Skills	2	
	B. Parliamentary Procedure.....		10
IX.	OPPORTUNITIES IN AGRICULTURE (0 periods)	0	0
X.	ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION (0 periods)	0	0
	LOCAL ADAPTATION.....		65
	Total, V.A. I.....		175

VOCATIONAL AGRICULTURE II

		Periods of Instruction	
		Topics	Units
I.	INTRODUCTION TO AGRICULTURE (1 period)		
	A. Areas of Instruction for the Current Year.....		1
II.	ANIMAL SCIENCE (36 periods)		
	A. Anatomy & Physiology.....		5
	1. Circulatory System	1	
	2. Respiratory System	1	
	3. Skeletal System	1	
	4. Muscular System	1	
	5. Digestive System	1	
	B. Livestock & Poultry Nutrition.....		10
	1. Feed Nutrients	1½	
	2. Classes of Feed	1	
	3. Feed Additives	1½	
	4. Digestion & Absorption	1	
	5. Rations	5	
	C. Livestock & Poultry Diseases.....		7
	1. Bacterial, Viral, Nutritional, Fungal, & Miscellaneous Diseases	7	
	D. Livestock & Poultry Parasites		6
	1. Importance of Parasites	½	
	2. External Parasites of Livestock & Poultry	2	
	3. Internal Parasites of Livestock & Poultry	2½	
	4. Prevention of Parasites	1	
	E. Livestock & Poultry Judging & Evaluation.....		8
	1. Live Animal Judging & Grading	4	
	2. Carcass Judging & Grading	2	
	3. Poultry Judging & Poultry & Egg Grading	2	
III.	SOIL SCIENCE (10 periods)		
	A. Improving Soil Fertility.....		5
	1. Basic Soil Nutrients	1	
	2. Uses of Fertilizer & Fertilizer Materials	1	
	3. Importance of Organic Matter	1	
	4. Recognizing Soil Deficiencies	1	
	5. Secondary Elements & pH	1	
	B. Land Evaluation.....		5
	1. Soil Characteristics as Associated with Land Features	1	
	2. Identifying Land Use Classes	1	
	3. Land Judging	2	
	4. Principles of Land Use	1	
IV.	PLANT SCIENCE (20 periods)		
	A. Identification & Selection of Plants.....		3
	1. Range, Forest, Pasture, & Poisonous Plants	3	
	B. Utilization of Grass & Forest Lands.....		3

		Periods of Instruction	
		Topics	Units
	1. Control of Undesirable Plants & Animals	1	
	2. Reseeding & Protection Against Fire	1	
	3. Harvesting	1	
C.	Plant Nutrients.....		4
	1. Plant Requirements	1	
	2. Inorganic & Organic Fertilizers - Types & Blends	1	
	3. Methods, Rates, & Time of Application	1½	
	4. Fertilizer Regulations	½	
D.	Insect & Disease Control.....		8
	1. Identification & Control of Insects	3	
	2. Identification & Control of Diseases	3	
	3. Safe Application of Agricultural Chemicals	2	
E.	Weed Control.....		2
	1. Mechanical	1	
	2. Chemical	1	
V.	AGRICULTURAL MECHANICS (22 periods)		
A.	Proper Use of Power Tools.....		4
	1. Operating the Bench or Circular Saw	1	
	2. Operating the Drill Press	½	
	3. Operating the Portable Electric Saw	½	
	4. Operating the Grinder	1	
	5. Power Hack Saw or Metal Band Saw	½	
	6. Sabre Saw	½	
B.	Hot Metal Work.....		15
	1. Oxy-Acetylene Cutting & Welding	5	
	2. Arc Welding	10	
C.	Concrete.....		3
	1. Estimating the Amount of Concrete Needed	1	
	2. Construction of Forms & Reinforcing	1	
	3. Placing, Finishing, & Curing Concrete	1	
VI.	AGRICULTURAL MANAGEMENT (0 periods)	0	0
VII.	SUPERVISED EXPERIENCE PROGRAMS (7 periods)		
A.	Planning the Improvement of Supervised Experience Programs.....		2
	1. Determining Individual Potentials & Goals	1	
	2. Possibilities for Earnings & Profits	1	
B.	Keeping Records of Supervised Experience Programs.		3
	1. Procedures of Keeping Accurate Records	3	
C.	Analysis & Evaluation of Supervised Experience Programs.....		1
	1. Analyzing Productive Projects	1	
D.	Records for Awards & Scholarships.....		1
	1. Records for Awards & Scholarships	1	
VIII.	AGRICULTURAL LEADERSHIP (5 periods)		
A.	Public Speaking.....		1
B.	Conducting Chapter Meetings.....		2
C.	Committees and Their Functions.....		1
D.	FFA Ceremonies.....		1

	Periods of Instruction	
	Topics	Units
IX. OPPORTUNITIES IN AGRICULTURE (4 periods)		
A. Careers in Agriculture.....		3
B. Job Placement Techniques.....		1
X. ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION (5 periods)		
A. Regulation and Certification in Use of Chemicals...		3
B. Conserving Energy on the Farm and Ranch.....		2
1. Fuel Conservation.....	1	
2. Electric Energy Conservation.....	1	
LOCAL ADAPTATION.....		65
Total, V.A. II.....		175

VOCATIONAL AGRICULTURE III

		Periods of Instruction	
		Topics	Units
I.	INTRODUCTION TO AGRICULTURE (1 period)		
	A. Areas of Instruction in V.A. III.....		1
II.	ANIMAL SCIENCE (24 periods)		
	A. Animal Reproduction.....		14
	1. Genetics	2	
	2. Reproduction Systems	1	
	3. Breeding Systems	2	
	4. Methods of Breeding	1	
	5. Breeding Livestock	1	
	6. Care at Parturition	1	
	7. Palpation	4	
	8. Artificial Insemination	2	
	B. Livestock Evaluation.....		5
	1. Carcass Evaluation	3	
	2. Performance and Production Testing	2	
	C. Wildlife.....		2
	1. Economic and Aesthetic Values of Wildlife	½	
	2. Environmental Factors Affecting Wildlife	1½	
	D. Livestock Facilities.....		3
	1. Planning Livestock Facilities	3	
III.	SOIL SCIENCE (6 periods)		
	A. Reading and Interpreting Soil Maps.....		1
	1. Soil Mapping Units	1/3	
	2. Contour Maps and the Numbering Systems	1/3	
	3. The Use of Soil Maps	1/3	
	B. Managing Soils.....		4
	1. Basic Considerations for Soil Management	1	
	2. Economic Importance of Soil Management	1	
	3. Managing Soils for Field Crops	1	
	4. Managing Grassland Soils	1	
	C. Agencies Assisting in Soil and Water Conservation..		1
	1. Soil Conservation Service	1/5	
	2. Agricultural Stabilization and Conservation Service	1/5	
	3. Soil and Water Conservation Districts	1/5	
	4. Watershed Districts	1/5	
	5. Others	1/5	
IV.	PLANT SCIENCE (8 periods)		
	A. Plant Breeding.....		4
	1. Maintaining Pure Lines	1	
	2. Hybridization	3	
	B. Harvesting.....		2
	1. Harvesting Methods and Equipment	1	
	2. Handling, Grading and Packing	1	
	C. Identification and Selection of Fruits, Vegetables, and Ornamental Plants.....		2

		Periods of Instruction	
		Topics	Units
	1. Classifying and Selecting Fruits and Vegetables	1	
	2. Classifying and Selecting Ornamental Plants	1	
V.	AGRICULTURAL MECHANICS (30 periods)		
	A. Farm Electricity.....		10
	1. Electrical Safety and Terms	2	
	2. Wiring Layouts	2	
	3. Electrical Wiring	3	
	4. Types and Use of Electric Motors	2	
	5. Care and Maintenance of Electric Motors	1	
	B. Agricultural Power - Small Gas Engines.....		7
	1. Basic Principles of a Four-Cycle and Two-Cycle Internal Combustion Engine	2	
	2. Disassembly and Reassembly of the Small Air-Cooled Engine	5	
	C. Tractor Maintenance.....		5
	1. Operation	1	
	2. Daily Care	1	
	3. Servicing Air Cleaner Assembly	1	
	4. Checking Crankcase and Lubricating	2	
	D. Farm Water Supply and Sanitation.....		5
	1. Skills Needed to Install Pipe and Plumbing Fixtures	1½	
	2. Skills Needed to Maintain Farm and Home Water System	3½	
	E. Farm Level.....		3
	1. Setting Up and Using Tripod Level	2	
	2. Staking Out Foundations, Differential Leveling, and Staking Out Fence Lines	1	
VI.	AGRICULTURAL MANAGEMENT (22 periods)		
	A. Introduction.....		1
	1. Importance of Good Management	½	
	2. Basic Decisions in Agricultural Management	½	
	B. Principles of Economics.....		1½
	1. Supply and Demand	½	
	2. Diminishing Returns	½	
	3. Comparative Advantage	½	
	4. Resource Substitution	½	
	C. Agricultural Finance.....		3
	1. Importance of Credit	½	
	2. Sources of Credit & Interest Rates	1	
	3. Credit Instruments	½	
	4. Principles of Borrowing	½	
	5. Banking Procedures	½	
	D. Agricultural Planning.....		4½
	1. General Rules of Planning A Farm Business	1	
	2. Determining the Enterprise and Farm Costs	2	
	3. Planning Equipment Purchases	1	
	4. Investment Planning	½	

		Periods of Instruction	
		Topics	Units
	E. Agricultural Records.....		3
	1. Purposes and Types of Records	½	
	2. Depreciation	½	
	3. Formulating Income and Financial Statements	1	
	4. Income Tax Returns	½	
	5. Social Security	½	
	F. Agricultural Insurance.....		3
	1. Life and Hospitalization	½	
	2. Building, Fire and Windstorm Damage	½	
	3. Crop, Livestock, and Vehicle	1	
	4. Liability Insurance and Title Policies	½	
	5. Texas Worker's Compensation Insurance	½	
	G. Marketing.....		4½
	1. Marketing Agricultural Products	1	
	2. Market Demands and Outlets	1	
	3. Governmental Marketing Programs	1½	
	4. Marketing Cooperatives	1	
	H. Agricultural Programs and Services.....		1½
	1. U. S. D. A. Programs and Services	1½	
VII.	SUPERVISED EXPERIENCE PROGRAMS (7 periods)		
	A. Planning Supervised Experience Programs.....		1
	1. Determining Individual Possibilities	1	
	B. Keeping Records of Supervised Experience Programs		3
	1. Procedures of Keeping Accurate Records	3	
	C. Analysis and Evaluation of Supervised Experience Programs.....		1
	1. Analyzing Productive Projects	1	
	D. Records for Awards and Scholarships.....		2
	1. Records for Awards and Scholarships	2	
VIII.	AGRICULTURAL LEADERSHIP (1 period)		
	A. Planning and Conducting FFA Chapter Activities...		1
IX.	OPPORTUNITIES IN AGRICULTURE (1 period)		
	A. Careers in Agriculture.....		1
X.	ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION (0 periods)	0	0
	LOCAL ADAPTATION.....		75
	Total, V.A. III.....		175

VOCATIONAL AGRICULTURE IV

		Periods of Instruction	
		Topics	Units
I.	INTRODUCTION TO AGRICULTURE (1 period)		
	A. Areas of Instruction in V.A. IV.....		1
II.	ANIMAL SCIENCE (7 periods)		
	A. Livestock Production Management.....		7
	1. Livestock Registration	2½	
	2. Breed Association Classification & Certification	1½	
	3. S. P. F. Program	1½	
	4. Pre-conditioning Livestock	1½	
III.	SOIL SCIENCE (7 periods)		
	A. Soil Testing.....		2
	1. Methods & Procedures	1	
	2. Using Soil Test Results	1	
	B. Land Evaluation.....		2
	1. Land Appraisal	1½	
	2. Evaluating Productivity of the Soil	½	
	C. Acid, Alkaline, Saline, & Sodic Soils.....		3
	1. Managing Acid & Alkaline Soils	1½	
	2. Managing Saline & Sodic Soils	1½	
IV.	PLANT SCIENCE (0 periods)	0	0
V.	AGRICULTURAL MECHANICS (30 periods)		
	A. Farm & Ranch Building Construction.....		6
	1. Planning for Construction or Repair Work	1	
	2. Selecting Building Materials	1	
	3. Sketching Construction Plans	2	
	4. Determining Bills of Materials	2	
	B. Farm Truck and Tractor Maintenance-Function & Maintenance of Farm Truck and Tractor Systems.....		9
	1. Cooling	1	
	2. Fuel	1	
	3. Ignition	1	
	4. Lubrication	1	
	5. Power Train	1	
	6. Braking	1	
	7. Hydraulics	1	
	8. Steering	1	
	9. Tires	1	
	C. Farm Machinery.....		3
	1. Inspection	1	
	2. Adjustment	1	
	3. Reconditioning	1	
	D. Advanced Oxy-Acetylene Welding & Brazing.....		5
	E. Concrete.....		3
	1. Concrete Masonry	3	
	F. Farm Fencing.....		4
	1. Planning & Building	4	

		Periods of Instruction	
		Topics	Units
VI.	AGRICULTURAL MANAGEMENT (27 periods)		
	A. Agricultural Planning.....		10
	1. Planning for Production	1	
	2. Planning the Soil & Water Conservation Program	2	
	3. Planning the Livestock Program	2	
	4. Planning the Cropping System	2	
	5. Planning the Use of Labor	1	
	6. Planning A Wildlife Management Program	2	
	B. Legal Relationships.....		9½
	1. Water Rights	1	
	2. Boundary Lines & Fencing Rights, Rights-of-Way, & Easements	1½	
	3. Livestock & Seed Laws	1½	
	4. Factors Involved in Farm Appraisal	2½	
	5. Legal Instruments	3	
	C. Marketing.....		7½
	1. Marketing Livestock & Livestock Products	3½	
	2. Marketing Crops	3	
	3. Market News & Price Quotations	1	
VII.	SUPERVISED EXPERIENCE PROGRAMS (6 periods)		
	A. Planning Supervised Experience Programs.....		1
	1. Determining Individual Possibilities	1	
	B. Keeping Records of Supervised Experience Programs.		3
	1. Procedures of Keeping Accurate Records	3	
	C. Analysis & Evaluation of Supervised Experience Programs		1
	1. Analyzing Productive Projects	1	
	D. Records for Awards & Scholarships.....		1
	1. Records for Awards & Scholarships	1	
VIII.	AGRICULTURAL LEADERSHIP (0 periods)	0	0
IX.	OPPORTUNITIES IN AGRICULTURE (2 periods)		
	A. Careers in Agriculture.....		2
X.	ENVIRONMENTAL PROTECTION AND ENERGY CONSERVATION (0 periods)	0	0
	LOCAL ADAPTATION.....		95
	Total, V.A. IV.....		175